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ABSTRACT

A functional job-related reading program was developed to cope with literacy problems of Army personnel; the program involves students who work individually on instructional worksheets in six main modules, each designed to teach a specific job-related reading task. This paper presents an overview of background research for the program, which was aimed at defining the Army's literacy problem and identifying objectives for a literacy training program. It then discusses the following aspects of the program: instructional principles on which it is based, student selection, first day inprocessing, procedures for administering student worksheets and for moving students through the instructional modules, types of items included on the worksheets, record keeping, and student characteristics. Data are then presented that indicate the success of the program, and its current implementation status in Army literacy schools around the country is noted. The paper includes charts showing program procedures and provides samples of such materials as the job reading task test administered prior to the program, student worksheet records, and worksheet exercises. (GW)

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A PROGRAM FOR JOB RELATED READING TRAINING

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CS004 219

A PROGRAM FOR JOB-RELATED READING TRAINING

The purpose of this paper is to describe, in detail, an adult functional job-related reading program, which has been systematically developed for the specific needs of a specific user. The research for the program was sponsored by the Department of the Army and the Department of Defense; first, to define the Army's literacy problem, and second, to develop a prototype reading program to cope with these problems. Initially, I will present a brief overview of this research.

Afterwards, I will describe the program in detail: including the instructional principles, the materials, and the record keeping procedures. In conclusion, I will present some data about the effectiveness of the program; and discuss its current implementation status.

BACKGROUND RESEARCH

Background research for the program, begun in 1968, was aimed at defining the literacy problem by:

1. Assessing the difficulty level of the materials used by a job-incumbent.
2. Assessing the reading level of actual job performers.
3. Assessing the job-incumbent's job performance in terms of actual "hands-on" job performance tests and written job-knowledge tests.

The results indicated that:

1. There is a wide gap between the reading difficulty level of the job materials a man must use on the job, and the reading ability of the actual job performers. The average difficulty level, for most materials, was at the 12th plus grade level, while the average reading level of the job performers ranged from 7.5 to 9.5 grade levels.
2. There is a positive relationship between a person's reading ability and his successful performance of a job, as measured by both "hands-on" performance and written job knowledge tests.
3. There is a minimal reading requirement which a job incumbent must have in order to be a competent job performer: 7th grade for Cooks, 8th for Mechanics, and 9th for Clerks.
4. There are specific job-reading tasks which a person must be able to do in order to perform these jobs successfully. One must be able to use a table of contents and an index, read a table or graph, extract information from the main body of the manual, follow written procedural directions, and fill out forms.

Thus, the research, at this point, had identified two sets of terminal objectives for a literacy training program: minimal general reading levels for different jobs; and specific job-related reading tasks. The next step in the research was to develop a literacy program aimed at achieving these objectives.

INSTRUCTIONAL PRINCIPLES

In designing and developing the program, six instructional principles were used:

1. Individualized instruction: This permits students to progress through the program at their own rate using materials oriented toward their jobs.
2. Performance-oriented instruction: This training permits the men to perform the kinds of reading tasks they will encounter in job training and out on the job; thus, there is a direct transfer of skills learned in the literacy school to the job training school and the job.
3. Functional instruction: Through the use of actual job reading material, the man sees the purpose for the reading training in concrete terms of job proficiency, not in general educational development, which he has failed many times in the past.
4. Student-assisted instruction: Students are used in the more routine records management activities in the classroom. Periodically a student may tutor another student on a skill which he, himself, has previously learned. These activities cut down the teacher's administrative paper-correcting load, and help the student "stamp-in" more deeply some of the skills he has just learned.

5. Programmed instruction: The program is composed of six separate modules of linearly sequenced job-reading skills. Each module contains a set of pre-module and post-module proficiency tests; printed worksheets; audio worksheets; and branching loops for remedial instruction.

6. Quality control monitoring of performance: As mentioned above, each module has its own set of proficiency tests. These are used to assure that the student has developed a certain mastery of the reading task before proceeding to the next module. Each proficiency test (or pro-test as they are generally referred to) is made up of four sections, each with its own set of five questions. There is no time limit to the test; however, to satisfactorily master the task, the dual criteria of 90% or more correct, in 20 minutes or less, must be met.

STUDENT SELECTION

The following is an in-depth description of the program, starting with the selection of students. (Table 1 presents a flow chart picture of the program.) Prospective students, those whose Armed Forces Qualification Test scores are 30 or below, are screened twice before entering the literacy school. The screening instruments are two different forms of a general reading comprehension test, called the USAFI Intermediate Achievement test. To be selected, a student must consistently demonstrate a reading grade level at or below 6.1 (i.e. raw score of 24 or less correct out of a possible 44 points).

FIRST DAY INPROCESSING

Inprocessing into the school includes: an orientation to the program; completion of a background questionnaire; and administration of an alternate form of the USAFI general reading test as well as a job reading task test (JRTT). The latter is a four section test which samples how well a person can use an index, extract information from continuous prose and illustration, read a table, and fill out a form. (See figures 1 and 2 for examples of the JRTT.) The text for these tests are taken from regular Army manuals, and the skills measured are "real-life" job-related reading tasks. If a student scores 7.5 or above on both tests, he is released from the school and sent directly to his job training school. Otherwise, he enters the job reading program.

JOB READING PROGRAM

As mentioned earlier, the program is comprised of 6 main instructional modules, each of which is designed to teach a specific job-reading task. The first instructional module is the Table of Contents (TOC). (See Table 2 for a flow chart of the module.) Initially, the student is given a didactic, or brief instructional session, as to the "what, why, and how" of a Table of Contents. After this, the student takes a pre-training proficiency test (pro-test) on the TOC. (See figure 3 for a sample of the pro-tests.) If the student achieves criteria (90% or more correct in 20 minutes or less) he skips the TOC module, and goes to the Index module. If he does not meet the criteria, the man is assigned 10 worksheets on the TOC. Prior to his beginning

the worksheets, the teacher reviews the student's mistakes on the pro-test with him, so that he understands where he made his errors.

To answer the worksheet questions, the student must use the manual's TOC, and write his answers directly on the consumable worksheet. The student hands in his worksheet to the student scorer as soon as he completes it for scoring. If he gets 100%, the worksheet is retained by the scorer, and the score is entered on the student's printed worksheet record (See figure 4). The latter is returned to him and always remains in the student's file, since it serves as his own progress record. If he does not get 100%, the score is entered on the record sheet, and the worksheet is returned to the student for correction. If the student is unable to correct his mistakes, he requests teacher assistance. When the worksheet has finally been scored as 100%, it is retained by the teacher, and the student begins work on the next worksheet.

After completion of the 10 worksheets, the student is given another form of the pro-test for the TOC. If he achieves criteria, he goes to the Index module. If he does not achieve criteria, he is assigned 10 additional worksheets. Before beginning the worksheets, the teacher again reviews the student's errors with him so that he understands why his responses were incorrect.

With the 10 new worksheets, the student follows the same procedures as in the first packet of materials. After he completes these worksheets, he is given 10 audio exercises. The audio worksheet is a previous worksheet which has been tape recorded. After

hearing each question, the student must find the answer in the TOC and write it down on his audio answer sheet. These are corrected using the same procedure as for the printed worksheets. There is also a separate audio worksheet record on which the % correct entries are to be recorded (See figure 5). When the student has satisfactorily completed the 10 audio exercises, he is given a third alternate form of the proficiency test. If he meets criteria, he moves to the Index module. If he does not, then the student receives individually prescribed instruction (IPI); i.e., using such information as the student's pro-test results and his performance on the worksheets, the teacher works closely with the student in analyzing his problem. Afterwards, the student is recycled back through the first packet of worksheets. The recycle procedures of testing and assignment follow the same sequence as in the initial run-through of the module.

Once the student has mastered the TOC module, he moves to the next module, the Index, and repeats the same didactic, pre-test, assignment sequence as in the TOC module. Using this procedure, the student works his way through all six modules at his own pace. When he has satisfactorily finished his last pro-test on forms, he is administered an alternate form of the job-reading task test and the general reading comprehension test. If he scores at, or above, 7.0 on both tests, he is released from the school and sent to his job-training school If he is unsuccessful on one or both tests, he is re-entered in the appropriate part of the program, with individually prescribed activities, to reinforce the areas in which he appears to be weakest.

These activities are prescribed according to the test data and other information known about him. This re-entry occurs only if the student still has time remaining in the course. Unfortunately, for example, if he is in his sixth week, he is sent on to his career training regardless of his achievement level.

WORKSHEET DESCRIPTION

The worksheets in all modules were developed along two major guidelines:

1. Introduce the student to the structure of the materials first and then expose him to the content.
2. Arrange the exercises on the worksheet so that they go from simple to complex.

Each worksheet, except those in the forms module, contains 10 items. Sets of worksheets from the same manual within a module followed the same guidelines as the individual worksheets, i.e., structure to content, simple to complex. For instance, the TOC worksheets were designed so that the first worksheet for a manual asks questions about: the number of chapters in the manual--the number of sections within a particular chapter--the page on which the Index begins, etc. (See figure 6). The purpose of the TOC worksheet is to direct the student's attention to the different parts of the manual and let him come to realize that the manual is comprised of large units under which other information is subsumed, i.e., to teach the student that a table of contents has certain structural features.

Worksheet #2 requires that the student actually locate specific topics, or bits of information within the TOC (See figure 7). When the man finds the topic, he writes down the page

and paragraph numbers where he would turn in the manual for the information. Thus, it teaches the student to attend to the content of a table of contents. The first ten worksheets cover five different manuals in the student's career field.

Figures 8, 9, 10, and 11 show the worksheets designed for the BOM module. Worksheet 1 (See figure 8) introduces the structure of the BOM by starting with the largest unit in the manual and then gradually moving down to the smallest section subsumed in the manual. Worksheet #2 (See figure 9) calls for the students to identify missing words and then to transcribe them verbatim into the empty blanks. In order to do this task, the student must locate the appropriate section of the manual (attention to structure) and then identify the proper sentence for transcribing the desired information (attention to content). Worksheet #3 (See figure 10) focuses attention on the content of the manual by requiring the student to answer specific questions from the continuous prose sections of the manual. Again, the student must locate the appropriate section of the manual before he is able to answer the questions. Worksheet #4 (See figure 11) introduces the student to the task of extracting information from illustrations and figures. Thus, the student is gradually exposed to the entire structure and content of the body of the manual.

RECORD KEEPING

Three kinds of records are maintained:

1. The administrator keeps a class data roster of each student's entry and exit USAFI reading and JRTT scores.

2. The student receives a job reading record for each module in which he works. This record contains the student's % correct scores for each worksheet. (See figure 4.)
3. The teacher maintains a control card for each student for each module. (See figure 12.) This serves as a quick reference for the instructor when having to decide what to do with a student, or when checking a student's progress. The card contains complete proficiency test information: time, date, % correct, and assignment. Also the date of completion of the worksheets is recorded so that the teacher can monitor productivity and time spent on each group of worksheets.

STUDENT CHARACTERISTICS

All students are young adult males who have been in the Army for 2 months. Of the first 16 classes completing the school, over 60% reported having a high school diploma or a GED equivalency; the median age is 19; and the average entry reading grade level is 6.0. The ethnic composition of the school is diverse, including Anglo American, Black, Oriental, Spanish-American, Polynesian, and American Indian. However, only 60% of these students reported having English as their primary language. An additional insight into the literacy-language problem is that about 25% of these men were foreign born with more than half of them having lived in this country for one year or less.

PROGRAM EFFECTIVENESS

The effectiveness of the FLIT program is indicated by:

a. the number of people who reach criterion after going through each section of the module (criterion-referenced tests);

b. the improvement in general and job reading test scores obtained in the first and last weeks of the literacy program (normative referenced tests);

c. the number of men who achieve the minimal target objective of grade 7.0 performance on the job reading task tests.

As mentioned earlier, each module has its own set of pre and post module proficiency tests to monitor the quality of student performance. Table 3 shows the percentage of students who successfully achieved the criterion level of performance after having failed the pre-test and then completing the module. Also given is the percentage who did not have time to complete the module. (Students are moved along to be sure that they are exposed to all modules of instruction in their six-week training period. While this practice precludes strict adherence to mastery performance criteria, the modules are not hierarchical and so cumulative deficits in skills do not result.) These data are for all six career clusters combined and include the 20 weeks of input to the school just prior to writing this paper.

Table 3

Module Proficiency Test Performance

Module		% Passed Post Test	% Did Not Complete
Table of Contents	N=82	90%	10%
Index	N=95	81%	19%
Tables and Graphs	N=70	84%	16%
Body of the Manual	N=107	70%	30%
Procedural Directions	N=78	36%	64%

Attempting to achieve mastery did, however, result in a fairly large number of students (64%) who did not have time to complete the procedural directions module satisfactorily. Notice that this module comes near the end of the program, and many slower learners had to be moved along to obtain some experience in the Forms module without meeting the Procedural Directions post-test criterion. However, the criterion-referenced data shown in Table 3 do indicate that a high percentage of the students are acquiring job-relevant reading skills.

Table 4 shows how well a group of students who received literacy training did on their entry and exit general reading and job reading task tests, as compared to a group of students in a job training program who received no literacy training.

Table 4

General Reading and Job Reading Task Tests Performance

		General Reading			Job Reading Task Test		
		Entry	Exit	Gain	Entry	Exit	Gain
Literacy Training*	N=94	5.1	6.6	1.5	5.4	8.0	2.6
No Literacy Training	N=39	5.6	6.6	1.0	6.3	7.4	1.1

* Date are for 20 weeks of input into school prior to writing paper.

Note that the no literacy group had a general reading gain of 1.0, while the literacy group received a 1.5 gain. Previous analysis of data on this test indicate a 0.9 retest regression factor for the test. If this factor is subtracted from the gain score, the adjusted gains are 0.1 for the no literacy group and 0.6 for the literacy group. The latter gain is compatible with, or better than, some general reading programs, particularly since we are not even trying to improve a student's general reading ability. However, the average JRTT exit score is 8.0, for an average gain of 2.6 years. In comparing this gain with gains for students who were in job training and who did not receive literacy training, but who had been exposed to the job materials and the job reading tasks, the literacy group made more than twice the improvement of the no literacy group. This demonstrates the effectiveness of direct training in job-related reading.

Table 5 shows the percentage of students who achieved the 7.0 grade level during the six-week period.

Table 5

Students Achieving Grade Level 7.0*

Testing	General Reading Test		Job Reading Task Test	
	N	%	N	%
Entry Week	67	12	67	18
Exit Week	67	55	67	84
Gain		43		66

* Data are for 20 weeks of input into the school prior to writing of this paper

It should be recalled that the cutoff score for selection into the program is 6.1. Hence, the data of Table 5 for the entry general reading test show how many people scored at or above the 7.0 level when retested during the first day inprocessing at the school. As indicated, 12% of the people were at or above the 7.0 level. At the exit week testing, 55% of them obtained the 7.0 level for a gain of 43% of the students achieving the seventh grade level in general reading.

We see a larger gain for personnel who achieved the 7.0 level on the job reading task test, with 84% of the men reaching the targeted

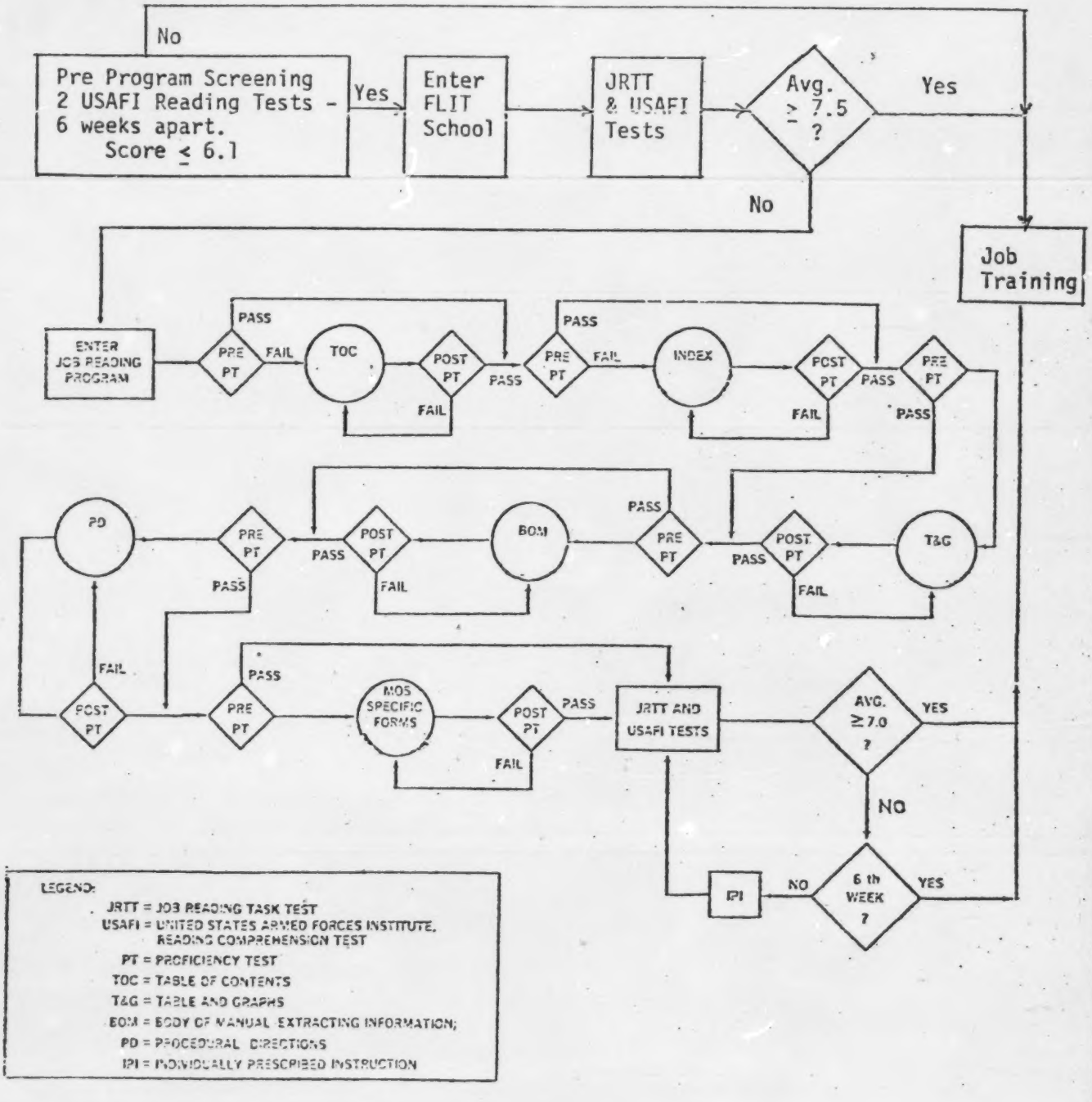
level, representing a 66% gain in personnel achieving minimal job reading proficiency.

PROGRAM IMPLEMENTATION

These data, and other evaluation data reported elsewhere, indicate that the job-related reading program can, indeed, improve a man's ability to use his job reading materials. Because of the demonstrated success of the program, it is currently being implemented in five other Army literacy schools around the country. Two of these schools are in full operation while the other three are in various stages of preparation and changeover to the new program. Results on the effectiveness of the program in these schools is being obtained, and will be reported in a future report.

Table 1

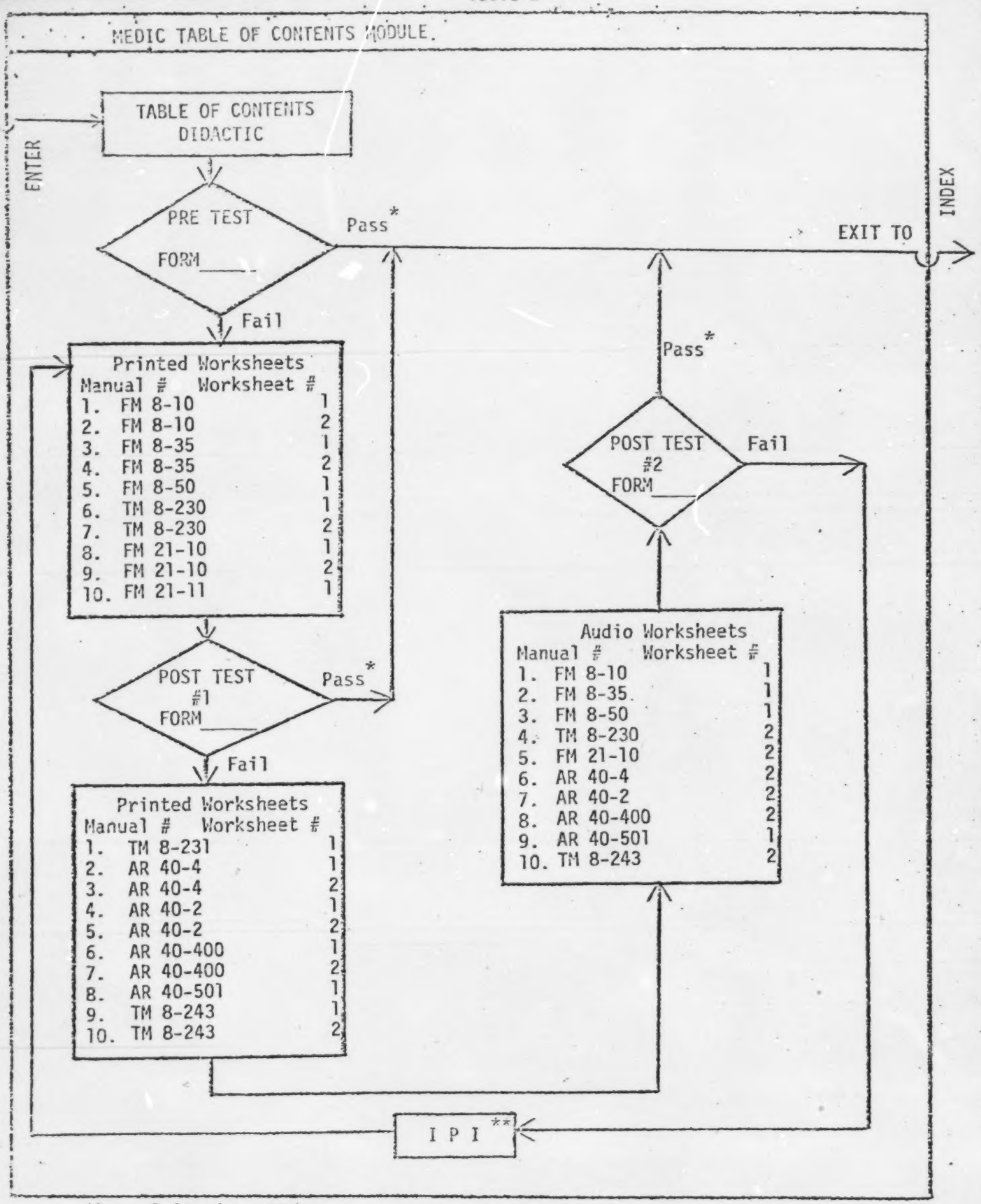
Job-Related Reading Program



LEGEND:

JRTT = JOB READING TASK TEST
USAFI = UNITED STATES ARMED FORCES INSTITUTE, READING COMPREHENSION TEST
PT = PROFICIENCY TEST
TOC = TABLE OF CONTENTS
T&G = TABLE AND GRAPHS
BOM = BODY OF MANUAL EXTRACTING INFORMATION;
PD = PROCEDURAL DIRECTIONS
IPI = INDIVIDUALLY PRESCRIBED INSTRUCTION

Table 2



*Pass Criteria: 90% or more correct in 20 min. or less.
**Individually Prescribed Instruction.

CHAPTER 2 ARMY ADOPTED ITEMS OF MATERIEL SB 700-20

LIN / FSN	SC	C I C	B I C C	GENERIC NOMENCLATURE / FSN NOMENCLATURE / UNIT PRICE	U/I	P A C	C C C	C M C	R/C I L P	DATE / TYPE CLASS	TYPES OF REQUIREMENTS / REMARKS
B [illegible]				[illegible]					B	B [illegible]	
[illegible]	3G	B	3	BATTERY STORAGE. 12 V 48 AMP 20 HR CAPACITY	EA	2	1	G	B16 0	31 JUL 68 A SIG 4771	TOE TDA
[illegible]	3G	B	7	BATTERY STORAGE. 12 V 90 AMP HR CAPACITY 20 HR 1 TEAM	EA	2	1	G	B16 0	31 JUL 68 A SIG 5703	TOE TDA OP
[illegible]	3G	B	3	BATTERY THERMAL BA-4171/U	EA	2	1	G	B16 0	31 JUL 68 A	
[illegible]	3G	B	3	BATTERY THERMAL BA-4341/U	EA	2	1	G	B16 0	31 JUL 68 A	
[illegible]	3G	B	3	BATTERY THERMAL BA-4551/U	EA	2	1	G	B16 0	31 JUL 68 A	
[illegible]	3G	B	3	BATTERY WET PRIMARY BA-4751/U	EA	2	1	G	B16 X	31 JUL 68 A	
[illegible]	3G	B	3	BATTERY WET PRIMARY BA-4761/U		2	1	G	B16 0	31 JUL 68 A	
[illegible]	3G	B	3	BATTERY WET PRIMARY BA-4871/U	EA	2	1	G	B16 0	31 JUL 68 A	
[illegible]	3G	B	3	BATTERY WET PRIMARY BA-4961/U	EA	2	1	G	B16 0	31 JUL 68 A	
[illegible]	3K	B	6	BAYONET KNIFE. RIFLE LIGHT	EA	2	3	M	B16 0	31 JUL 68 A	TOE TDA OP TM9-1005-237-14P
[illegible]	3K	B	7	BAYONET KNIFE. W/SCABBARD FOR M1A1 RIFLE	EA	2	3	M	B16 0	31 JUL 68 A	TOE TDA OP TM9-1005-237-14P
[illegible]	3K	B	3	BAYONET KNIFE. RIFLE TASK	EA	2	3	M	B16 X	31 JUL 68 A UR1407.68	TDA OP TM9-1005-237-14P
[illegible]	3K	B	7	BAYONET KNIFE. W/SCABBARD FOR M14 RIFLE	EA	2	3	M	B16 0	31 JUL 68 A 08711968	TOE TDA OP TM9-1005-237-14P
[illegible]	3K	B	3	BAYONET KNIFE. FOR CARBINE CALIBER .30	EA	2	3	M	B16 X	31 JUL 68 B 5299 67	TDA OP TM9-1005-237-14P
[illegible]	3K	B	7	BAYONET KNIFE. W/SCABBARD FOR CARBINE CALIBER .30	EA	2	3	M	B16 0	31 JUL 68 S 6300-67	TOE TDA OP TM9-1005-237-14
[illegible]	3K	B	3	BAYONET KNIFE. FOR CALIBER .30 RIFLE	EA	2	3	M	B16 X	31 JUL 68 B	TDA OP TM9-1005-237-14P
									X	S 08711968	TM9-1005-237-14P
[illegible]	3K	B	7	BAYONET KNIFE. W/SCABBARD FOR M1 RIFLE	EA	2	3	M	B16 0	31 JUL 68 B 08711968	TOE TDA OP TM9-1005-237-14P
									0	B 08711968	TM9-1005-237-14P
[illegible]	5G	C	3	BEACON SET RADIO AN/TRN-25	EA	1	1	G	B16 X	31 JUL 68 A 5299-67	TDA
[illegible]	5G	C	1	BEACON SET RADIO AN/GRN-6 LESS POWER		1	1	G	B16 0	31 JUL 68 A 5180-67	TOE TDA OP
[illegible]		C	2	BEACON SET RADIO AN/TRN-25		1	1	G	B16 0	31 JUL 68 B 6348-67	TOE TDA
[illegible]	5G	C	2	BEACON RADIO AN/URN-6	EA	1	1	G	B16 X	31 JUL 68 B 5347-56	TDA
[illegible]	3H	C	3	BEAM HOISTING M135	EA	1	3	N	B54 0	31 JUL 68 A 1961-61	TDA
[illegible]	3E	B	3	BEAM HOISTING AIRPLANE SMOKE TANK	EA	2	3	N	B51 0	31 JUL 68 A [illegible] 62	TOE
[illegible]	7L	C	3	BEAM HOISTING GUIDED MISSILE: BOOSTER CLUSTER W/E (NIKE-HERCULES)	EA	1	6	L	B64 0	31 JUL 68 A 08711968	TOE TDA 9-1520-12 P/W1
									X	A 08711968	9-1520-12 P/W1
[illegible]	7L	C	1	BEAM HOISTING GUIDED MISSILE: COMPLETE M208 LE W/E (NIKE-HERC)	EA	1	6	L	B64 X	31 JUL 68 A 08711968	TOE TDA 9-1520-12 P/W1
[illegible]	7L	C	1	BEAM HOISTING GUIDED MISSILE: MAIN BODY W/E (NIKE-HERCULES)	EA	1	6	L	B64 X	31 JUL 68 A 08711968	TOE TDA 9-1520-12 P/W1
[illegible]	7L	C	1	BEAM HOISTING GUIDED MISSILE: W/E (HAWK)	EA	1	6	L	B64 X	31 JUL 68 P 5249 67	TOE TDA
[illegible]	7L	C	1	BEAM HOISTING GUIDED MISSILE: SOLID MOTOR W/E (NIKE-HERCULES)	EA	1	6	L	B64 X	31 JUL 68 A 08711968	TOE TDA 9-1520-12 P 5.1
[illegible]	7L	C	1	BEAM HOISTING GUIDED MISSILE: WARHEAD SECTION W/E (NIKE-	EA	1	6	L	B64 X	31 JUL 68 A 08711968	TOE TDA 9-1520-12 P/W1
									X	A 08711968	9-1520-12 P/W1
[illegible]	7L	C		[illegible]	EA	2	3	M	B64 0	31 JUL 68 A 1961-62	TOE TDA
[illegible]	9G	B	6	BEARING, SPHERICAL, W/ RACE AND PEDESTAL MOUNTING VANE AND SPIRIT LEVEL	EA	2	2	R	A12 P	31 JUL 68 A 7361-67	TDA OP MIL-C 4244
[illegible]	9G	C	3	BEARING CIRCLE	EA	1	3	R	A16 0	31 JUL 68 A 8188-66	TDA OP
[illegible]	9G	C	3	BEARING CUP STL [illegible]							
[illegible]	9G	C	3	BEARING CUP STL							
[illegible]	9G	C	3	BEARING, JUNCTION LINK, STL [illegible]	EA	1	3	R	A12 0	31 JUL 68 A 8188-66	TDA
[illegible]	9G	C	3	BEAM, UNIT LINK STL [illegible]							

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A

PART 2

INSTRUCTIONS: WRITE THE ANSWERS TO THE FOLLOWING QUESTIONS ON YOUR ANSWER SHEET.

(NOTICE THAT THE STOCK CATALOG HAS MORE THAN 1 PAGE.)

TO USE THE STOCK CATALOG, YOU NEED TO KNOW 2 NUMBERS:

1. LIN NUMBER — LOOK AT THE FIRST COLUMN ON THE LEFT SIDE OF THE LEFT PAGE. THE LIN NUMBER IS THE ONE THAT STARTS WITH B.
2. FSN NUMBERS — THESE ARE THE LONG NUMBERS UNDER THE LIN NUMBER.

11. WHAT IS THE UNIT PRICE OF THE HOISTING BEAM: H4158?
12. WHAT IS THE LIN NUMBER FOR A BEACON RADIO SET: AN/TRN-25?
13. WHAT IS THE FSN NUMBER FOR AN ORTHOPEDIC BED WITH A LIN NUMBER OF B 54971?
14. WHAT IS THE UNIT PRICE FOR A BLACK LEATHER MILITARY POLICE BELT?
15. WHAT IS THE FSN NUMBER FOR A BEARING JUNCTION LINK?
16. WHAT IS THE CORRECT FSN NOMENCLATURE FOR A BED PAN?
17. WHAT IS THE FSN NUMBER FOR AN OLIVE DRAB FOLDING BED?
18. WHAT IS THE "TYPE CLASS" FOR A MILITARY POLICE BELT WITH A FSN NUMBER OF 8465-924-7952?
19. WHAT IS THE UNIT PRICE OF A FED AA-H-625 TI BEDSTEAD?
20. WHAT IS THE FSN NUMBER FOR LIN NUMBER B60752?

21

FIGURE 1. SAMPLE OF THE TABLE SECTION OF THE JOB READING TASK TEST

399. Taking Blood Pressure

a. *Method of Taking Blood Pressure* (fig. 118).

(1) Have the patient in either a sitting or lying down position.

(2) Expose the upper arm and remove any restricting clothing.

(3) Place the rubber bladder against the inner surface of the upper arm and wind the cloth cuff about the arm smoothly and firmly, but not tightly, binding the bladder in place.

(4) Locate the brachial artery by feeling with the finger tips. Place the stethoscope over the brachial artery.

(5) Close the screw valve on the rubber bulb by turning the screw clockwise, and inflate the cuff by pumping the bulb. Pump enough air into the bladder to collapse the brachial artery. (This will probably be 150 mm.; however, if sounds can be heard at this point, you must pump in more air until no sound is heard.)

(6) Allow air to escape slowly from the bladder by opening the screw valve on the bulb. (Turn screw counter clockwise.) At the same time, watch the column of mercury dropping in its tube. Suddenly you will hear through the stethoscope a clear sound, which means that the blood has just started to come back through the artery. This occurs when the heart contracts, forcing the blood through the arteries. The blood pressure is at its highest peak. This is the *systolic* pressure. At this point make a reading of the level of the mercury column in its tube.

(7) Allow the air to continue to escape slowly, while you listen to the sounds and watch the fall of the mercury in the tube. When you hear the last distinct sound, take a second reading of the level of mercury. *This is when* the heart is relaxing and the pressure in the artery is at its lowest point. It is called the *diastolic* pressure.

(8) If an aneroid sphygmomanometer is used, the dial is clipped onto the cuff and readings are made as indicated by the needle (fig. 119).

A

PART 3

INSTRUCTIONS: WRITE THE MISSING WORD OR WORDS ON YOUR ANSWER SHEET. SOME ANSWERS ARE ONLY 1 WORD; SOME ANSWERS MAY BE MORE THAN 1 WORD. NOTICE THAT THERE IS MORE THAN 1 PAGE OF READING MATERIAL.

21. TO MEASURE BLOOD PRESSURE, YOU FIRST FASTEN THE BLADDER AND CUFF TO THE PERSON'S -----.

22. THEN, USING YOUR FINGER TIPS, LOCATE THE -----.

23. NEXT, PLACE THE ----- AT THIS POINT.

24. INFLATE THE CUFF BY PUMPING THE -----.

25. RELEASE AIR BY TURNING THE SCREW IN THE ----- DIRECTION.

26. TAKE THE FIRST BLOOD PRESSURE READING WHEN YOU HEAR -----.

27. THIS FIRST READING IS CALLED ----- PRESSURE.

28. WHILE STILL RELEASING AIR FROM THE CUFF, TAKE A SECOND READING OF THE MERCURY LEVEL WHEN YOU HEAR THE -----.

29. THIS SECOND READING IS CALLED ----- PRESSURE.

30. BLOOD PRESSURE IS WRITTEN AS A FRACTION, WITH THE ----- PRESSURE AS THE TOP OR NUMERATOR OF THAT FRACTION.

FIGURE 2. SAMPLE OF THE BODY OF THE MANUAL SECTION OF THE JOB READING TASK TEST

21 October 1968

C 1, AR 40-4
*AR 40-4

ARMY REGULATION
No. 40-4

HEADQUARTERS
DEPARTMENT OF THE ARMY
WASHINGTON, D.C., 15 July 1967

MEDICAL SERVICE

ARMY MEDICAL DEPARTMENT FACILITIES

Effective 1 July 1967

		Paragraph	Page
CHAPTER I.	TYPES OF FACILITIES		
Section I.	GENERAL PROVISIONS		
	General	1-1	1-1
	Applicability	1-2	1-1
II.	FIXED MEDICAL TREATMENT FACILITIES		
	General	1-3	1-1
	Medical Department Activity	1-4	1-1
	Named general hospitals	1-5	1-2
	U.S. Army hospitals	1-6	1-2
	U.S. Army clinics	1-7	1-2
	Dispensaries	1-8	1-2
	★Memorially named medical department facilities	1-9	1-2
	Unit dispensaries	1-10	1-2
	Numbered medical treatment units	1-11	1-2
III.	NONFIXED MEDICAL TREATMENT FACILITIES		
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★IV.	ESTABLISHMENT, REDESIGNATION, OR DISCONTINUANCE OF FIXED MEDICAL DEPARTMENT FACILITIES		
	Establishment	1-17	1-3
	Redesignation	1-18	1-4
	Discontinuance	1-19	1-4
	Orders	1-20	1-4
★V.	MISCELLANEOUS PROVISIONS (Rescinded)		
VI.	FIXED DENTAL FACILITIES		
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	U.S. Army Institute of Dental Research	1-26	1-4
	U.S. Army regional dental activities	1-27	1-4
	Orders	1-28	1-5
VII.	MEDICAL LABORATORY FACILITIES		
	Types of medical laboratory facilities	1-29	1-5
	Medical treatment facility clinical laboratories	1-30	1-5
	U.S. Army medical laboratories	1-31	1-5
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	Laboratory officers	1-35	1-7
	Scope of medical laboratory service	1-36	1-7

*This regulation supersedes AR 40-4, 15 May 1964; including C 1, 15 February 1965; C 2, 10 August 1966 and C 3, 3 May 1967.

PRINTED PROFICIENCY TEST FORM B, PART 3

MEDIC - TABLE OF CONTENTS

AR 40-4, ARMY MEDICAL DEPARTMENT FACILITIES, (JUL.67)

INSTRUCTIONS

1. READ THE QUESTIONS BELOW.
2. FIND THE ANSWERS ON THE LEFT SIDE OF THE BOOKLET.
3. WRITE YOUR ANSWERS ON THE SEPARATE ANSWER SHEET.

QUESTIONS

LIST THE PARAGRAPH AND PAGE NUMBERS FOR EACH OF THE FOLLOWING TOPICS:

11. LABORATORY OFFICERS
12. DEPARTMENT OF DENTISTRY
13. AMBULANCE TRAIN POLICIES
14. PERSONNEL DIVISION
15. SPECIAL MEDICAL RESEARCH

FIGURE 3. A SAMPLE OF A SECTION OF THE MEDIC TABLE OF CONTENTS PROFICIENCY TEST

NAME _____
Last First MI

SSN _____

Week (circle) 1 2 3 4 5 6

MOS _____

FLIT JOB READING RECORD

M E D I C

TABLE OF CONTENTS

(1) Publication	(2) Type of Worksheet	(3) Worksheet Number	(4) % Correct 1st	2nd	3rd	(5) Date	(6) Comments
1. FM 8-10	TC	1					
2. FM 8-10	TC	2					
3. FM 8-35	TC	1					
4. FM 8-35	TC	2					
5. FM 8-50	TC	1					
6. TM 8-230	TC	1					
7. TM 8-230	TC	2					
8. FM 21-10	TC	1					
9. FM 21-10	TC	2					
10. FM 21-11	TC	1					
11. TM 8-231	TC	1					
12. AR 40-4	TC	1					
13. AR 40-4	TC	2					
14. AR 40-2	TC	1					
15. AR 40-2	TC	2					
16. AR 40-400	TC	1					
17. AR 40-400	TC	2					
18. AR 40-501	TC	1					
19. TM 8-243	TC	1					
20. TM 8-243	TC	2					

USE ADDITIONAL SHEETS IF NECESSARY

FIGURE 4

AUDIO WORKSHEET RECORD

NAME _____
Last First

MEDIC

TABLE OF CONTENTS

Publication	Worksheet Number	% Correct		
		1st	2nd	3rd
1. FM 8-10	1			
2. FM 8-35	1			
3. FM 8-50	1			
4. TM 8-230	2			
5. FM 21-10	2			
6. AR 40-4	2			
7. AR 40-2	2			
8. AR 40-400	2			
9. AR 40-501	1			
10. TM 8-243	2			
11.				
12.				
13.				
14.				
15.				
16.				
17.				
18.				
19.				
20.				

FIGURE 5

NAME _____ WORKSHEET #1

TABLE OF CONTENTS EXERCISE

TM 8-230
ARMY MEDICAL DEPARTMENT HANDBOOK OF BASIC NURSING (NOV 70)

1. HOW MANY CHAPTERS ARE IN THIS MANUAL? _____

2. HOW MANY SECTIONS ARE THERE IN CHAPTER 2? _____

3. HOW MANY SECTIONS ARE THERE IN CHAPTER 9? _____

4. HOW MANY APPENDIXES ARE IN THIS MANUAL? _____

5. WHAT IS THE TITLE OF CHAPTER 5? _____

6. WHAT IS THE TITLE OF CHAPTER 2, SECTION V? _____

_____

7. WHAT IS THE TITLE OF THE SECOND SECTION IN CHAPTER 8? _____

_____

8. WHAT IS THE TITLE OF THE FOURTH SECTION IN CHAPTER 6? _____

_____

9. WHAT IS THE TITLE OF APPENDIX B? _____

_____

10. ON WHAT PAGE DOES THE INDEX BEGIN? _____

FIGURE 6

NAME _____ WORKSHEET #2

TABLE OF CONTENTS EXERCISE

TM 8-230
ARMY MEDICAL DEPARTMENT HANDBOOK OF BASIC NURSING (NOV 70)

PROVIDE THE PARAGRAPH AND PAGE NUMBERS THAT CONTAIN INFORMATION ON THE FOLLOWING ITEMS:

	ITEM	PARAGRAPH	PAGE
1.	ADMINISTRATION OF DRUGS	_____	___
2.	THE CIRCULATORY SYSTEM	_____	___
3.	BURNS	_____	___
4.	HOSPITALIZATION OF A CHILD	_____	___
5.	INTRODUCTION TO NURSING CARE	_____	___
6.	MINOR SURGERY	_____	___
7.	POISONS	_____	___
8.	INTRODUCTION TO PHARMACOLOGY	_____	___
9.	DEATH AND DISCHARGE OF CHILD	_____	___
10.	THE NERVOUS SYSTEM	_____	___

FIGURE 7

NAME _____ WORKSHEET #1

BODY OF THE MANUAL

TM 8-230 (NOV 70)
ARMY MEDICAL DEPARTMENT HANDBOOK OF BASIC NURSING

1. WHAT IS THE TITLE OF CHAPTER 1, PARAGRAPH 1-2? _____

_____

2. WHAT IS THE TITLE OF CHAPTER 5, PARAGRAPH 5-6? _____

_____

3. WHAT IS THE TITLE OF CHAPTER 8, PARAGRAPH 8-24? _____

_____

4. WHAT IS THE TITLE OF CHAPTER 10, PARAGRAPH 10-68? _____

_____

5. WHAT IS THE TITLE OF CHAPTER 2, PARAGRAPH 2-8, TOPIC c? _____

_____

6. WHAT IS THE TITLE OF CHAPTER 4, PARAGRAPH 4-47, TOPIC c? _____

_____

7. WHAT IS THE TITLE OF CHAPTER 5, PARAGRAPH 5-25, TOPIC b? _____

_____

8. WHAT IS THE TITLE OF CHAPTER 5, PARAGRAPH 5-52, TOPIC b(2)? _____

_____

9. WHAT IS THE TITLE OF CHAPTER 3, PARAGRAPH 3-3, TOPIC c(3) ? _____

_____

10. WHAT IS THE TITLE OF CHAPTER 5, PARAGRAPH 5-48, TOPIC e(1) ? _____

_____

FIGURE 8

NAME _____ WORKSHEET #2, Page 1

BODY OF THE MANUAL

TM 8-230 (NOV 70)
ARMY MEDICAL DEPARTMENT HANDBOOK OF BASIC NURSING

1. USING PARAGRAPH 2-22 ON PAGE 2-19, COMPLETE THE FOLLOWING SENTENCE: MUSCLES HAVE THE _____ TO CONTRACT, AND _____ IS THIS _____ OF MUSCLE CONTRACTION THAT _____ BODY MOVEMENTS.

2. USING PARAGRAPH 5-1 ON PAGE 5-1, COMPLETE THE FOLLOWING SENTENCE: NURSING _____ IS DOING NEEDFUL AND _____ THINGS FOR AND WITH A _____ OR INJURED PERSON TO _____ HIM TO THE BEST _____ STATE OF PHYSICAL AND _____ HEALTH.

3. USING PARAGRAPH 2-80 ON PAGE 2-55, COMPLETE THE FOLLOWING SENTENCE: THE ADRENOCORTICAL _____ INFLUENCE THE SALT AND _____ BALANCE OF THE _____ , THE METABOLISM OF _____ , AND THE _____ OF THE BODY TO _____ STRESS.

4. USING PARAGRAPH 10-11 ON PAGE 10-8, COMPLETE THE FOLLOWING SENTENCE: _____ BANDS SHOULD _____ THE NAME, _____ NUMBER, UNIT, AND ANY _____ REQUIRED INFORMATION AND BE _____ SO AS TO AVOID _____ CIRCULATION.

5. USING PARAGRAPH 10-48 ON PAGE 10-32, COMPLETE THE FOLLOWING SENTENCE: _____ DOCTOR WILL USUALLY _____ ANTIBIOTICS AND MAY _____ GASTRIC LAVAGE, _____ OR PARENTERAL _____ THERAPY.

6. USING PARAGRAPH 5-16, TOPIC b, ON PAGE 5-16, COMPLETE THE FOLLOWING SENTENCE: IF THE _____ IS UNABLE TO MOVE _____ , HE MUST BE _____ AND REPOSITIONED AT _____ EVERY 2 _____ DAY AND NIGHT.

(CONTINUED)

FIGURE 9

NAME _____ WORKSHEET #3

BODY OF THE MANUAL

TM 8-230 (NOV 70)
ARMY MEDICAL DEPARTMENT HANDBOOK OF BASIC NURSING

1. ACCORDING TO PARAGRAPH 9-24, ON PAGE 9-16, WHO IS THE NURSING CARE PLAN DEVELOPED BY? _____

2. ACCORDING TO PARAGRAPH 7-1, TOPIC a, ON PAGE 7-1, WHAT IS THE BRANCH OF MEDICINE PRIMARILY CONCERNED WITH THE HEALTH AND SAFETY OF THE CHILD-BEARING WOMAN AND HER NEWBORN BABY? _____

3. ACCORDING TO PARAGRAPH 6-9, TOPIC a, ON PAGE 6-8, WHAT IS A PERMANENT, LOCALLY AVAILABLE FILE OF RECORDS PREPARED FOR AN INDIVIDUAL AS HE RECEIVES MEDICAL AND DENTAL CARE? _____

4. ACCORDING TO PARAGRAPH 6-2, TOPIC a, ON PAGE 6-1, WHAT IS A MEDICAL TREATMENT FACILITY OPERATED BY TABLE OF DISTRIBUTION AND ALLOWANCE (TDA) UNITS CALLED? _____

5. ACCORDING TO PARAGRAPH 5-36, ON PAGE 5-41, THE PATIENT'S CLINICAL RECORD IS PREPARED AND MAINTAINED IN ACCORDANCE WITH WHAT MANUAL?

_____

6. ACCORDING TO PARAGRAPH 4-8 ON PAGE 4-4, WHAT ARE THE TWO SYSTEMS OF WEIGHING AND MEASURING DRUGS? _____

_____

7. ACCORDING TO PARAGRAPH 2-34; TOPIC a, WHERE DOES THE HEART GET ITS BLOOD SUPPLY? _____

8. ACCORDING TO PARAGRAPH 2-35, TOPIC a, ON PAGE 2-27, WHAT IS FORCED FROM THE CHAMBERS DURING SYSTOLE? _____

9. ACCORDING TO PARAGRAPH 5-123, TOPIC b, ON PAGE 5-209 WHAT ARE THE TWO MAJOR METHODS OF APPLYING TRACTION? _____

10. ACCORDING TO PARAGRAPH 6-11, TOPIC a, ON PAGE 6-9, WHAT IS THE FORM NUMBER OF THE INDIVIDUAL SICK SLIP? _____

FIGURE 10

NAME _____ WORKSHEET #4

BODY OF THE MANUAL

TM 8-230 (NOV 70)
ARMY MEDICAL DEPARTMENT HANDBOOK OF BASIC NURSING

1. ACCORDING TO FIGURE 2-29 ON PAGE 2-46, HOW MANY PARTS OF THE BRAIN ARE LISTED? _____

2. ACCORDING TO FIGURE 8-6, ON PAGE 8-9, WHAT IS THE FOOT USED FOR?

_____

3. ACCORDING TO FIGURE 6-1, ON PAGE 6-14, WHAT IS PICTURED IN (G) ?

_____

4. ACCORDING TO FIGURE 5-91 ON PAGE 5-202, WHAT KIND OF FRAME DOES THE BED HAVE? _____

5. ACCORDING TO FIGURE 5-83 ON PAGE 5-182, WHAT KIND OF PULSE DOES A MAN IN SHOCK HAVE? _____

6. ACCORDING TO FIGURE 4-10, ON PAGE 4-19, AT WHAT ANGLE IS THE NEEDLE HELD TO GIVE A PATIENT AN INJECTION? _____

7. ACCORDING TO FIGURE 6-13 ON PAGE 6-42, WHAT WAS PFC SMITH DOING WHEN HE WAS INJURED? _____

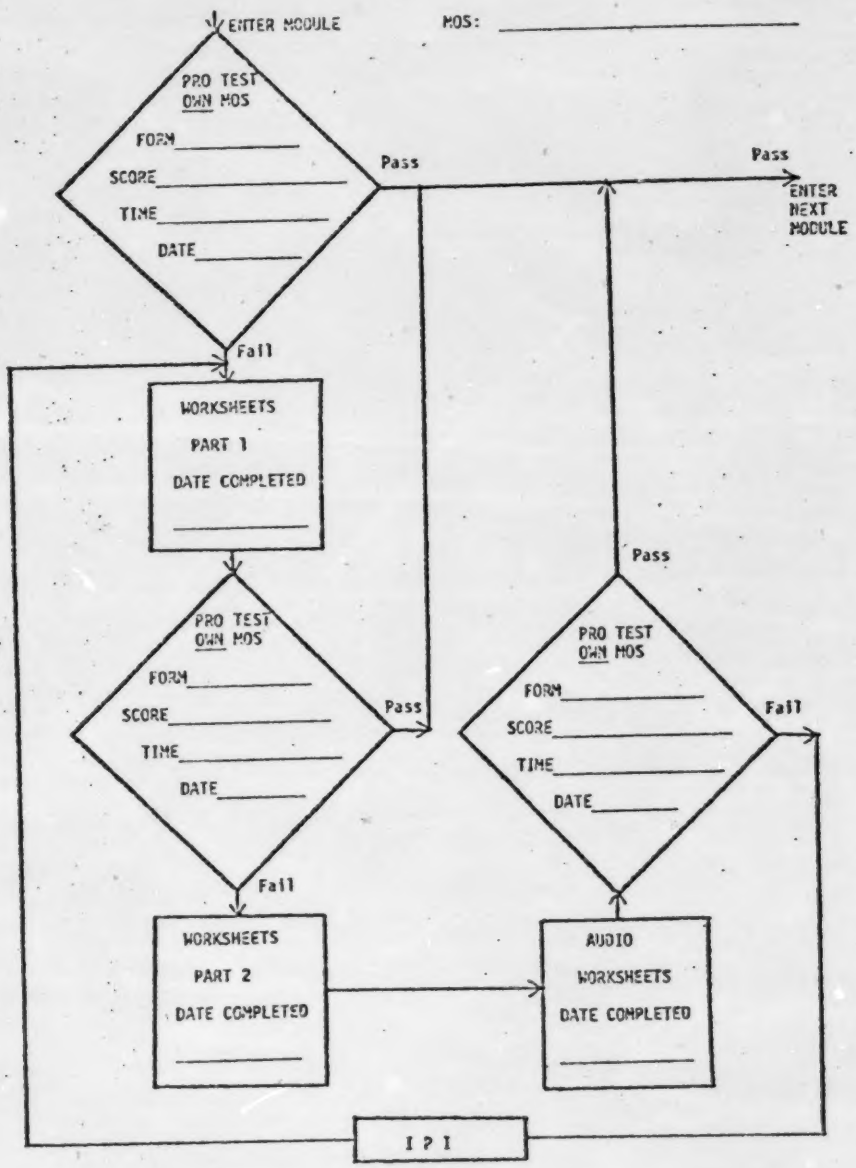
8. ACCORDING TO FIGURE 8-26 ON PAGE 8-39, HOW MANY STEPS ARE THERE IN DRESSING A LITTER WITH BLANKETS? _____

9. ACCORDING TO FIGURE 5-108 ON PAGE 5-231, WHAT IS THE SPECIMEN AND SOURCE OF 2LT JONES' BACTERIOLOGY REPORT? _____

10. ACCORDING TO FIGURE 9-11 ON PAGE 9-17, WHAT BED DID INEZ DAYE STAY IN WHEN SHE WAS IN THE HOSPITAL? _____

FIGURE 11

NAME _____ MODULE _____



CONTROL CARD

FIGURE 12

FOOTNOTE FOR PAPER ENTITLED: "A Program for Job Related Reading Training"

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